

**Reaching Every Learner**



**Case Study Video**

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**Samuel is 8 years old and attends a general 2nd grade classroom.**

**He loves looking at books, playing with toys, and playing a tambourine.**

**Samuel enjoys reading. He is working on early literacy skills and comprehension between signs and objects.**

**He has CHARGE syndrome. He uses a hearing aid and wears glasses.**

**Samuel does best with multisensory activities, an object calendar box schedule, and individualized supports and accommodations.**

**Meet Samuel**

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| **Academic**   * Early Intervention * Related Services * Assistive Technology * Multi-Sensory Instruction * Adapt Environment * Extra Time * Unique Modifications | **Behavioral**   * Structure and Routine * Positive Behavior Intervention Plan * Sensory-Based Interventions * Touch to Focus Attention * Encouragement | **Social/Communication**   * Assistive Technology * Braille/Sign-Language * Picture Symbols * Encourage Independence * Peer Assistance * Telecommunication Devices |

American Association of the Deaf-Blind – www.aadb.org

Center for Parent Information and Resources - www.parentcenterhub.org

The IRIS Center – http://iris.peabody.vanderbilt.edu

National Information Clearinghouse on Children who are Deaf-Blind – www.dblink.org

Project IDEAL – www.projectidealonline.org

National Family Association for Deaf-Blind – www.nfadb.org

U.S. DOE, Office of Special Education Programs – www.ed.gov/offices/OSERS/OSEP

* Concomitant hearing and visual impairments causing severe communication and other developmental and educational needs.
* May be caused by syndromes, congenital anomalies, or prematurity.
* Some genetic syndromes or brain injuries may also cause cognitive or physical disabilities.
* Impacts learning and language, motor, and social/emotional development.
* Unique characteristics will require specific, individualized supports.

**Deaf-Blindness**

Best Practices

Characteristics

References and Resources